St John's Church of England Primary School

Accessibility/Disability Equality Plan

2024-2027

Gather, Grow, Go - The Parable of the Mustard Seed (Matthew 13: 31-32)

Date agreed and ratified by Governing Body: January 2024

Date of next review: January 2027

Curriculum Accessibility

Target	Current Practice	Success Criteria	Actions to be taken	Responsibilities	Timescale	Monitored by
Governors approve policies and are informed about the provision and progress of all groups of children including those with SEND.	SENDCO meets with the Governors at a full GB Meeting at least once per academic year. SENDCO meets with the SEND Governor 3 times a year.	All policies and procedure are adhered to by all in order to comply with the Equality Act 2010.	SEND Policy and Information Report to be updated annually. Data for children with SEND to be analysed three times per year and discussed and shared with the SEND Governor.	Governors Headteacher SENDCO AHT's Phase and Subject Leaders Class teachers	January 2024 and reviewed annually	Governors
All staff have the knowledge and training necessary to effectively reduce or eliminate barriers to the curriculum for all children. Adults are used effectively and have a positive impact in terms of progress.	Continuing Professional Development including understanding and use of Kent's Mainstream Core Standards. Provision is closely monitored through class and individual provision maps, observations and pupil progress meetings. Technology, visual prompts, physical adaptations and reasonable adjustments are made to support children in each area of the curriculum. Consideration is made for teaching and learning styles and provision maps are monitored termly, to	The curriculum is inclusive and can be accessed by all learners. Activities and resources are differentiated, including adult support so that all children make the best possible progress. All interventions have an impact, are monitored and evaluated by the class teacher and phase leaders and these outcomes shared with the SENDCO.	Skills audit to be completed. Kent's Mainstream Core Standards to be monitored termly as part of environmental and teaching and learning observations.	Headteacher SENDCO AHT's Phase Leaders Subject Leaders Class teachers	September 2024	SENDCO

	ensure SEND children are receiving planned support. All staff know which interventions are available and have received training. They keep comprehensive and manageable data for those receiving interventions. Regular targeted training is in place.	All intervention support from Teaching Assistants leads to improved outcomes for the targeted children. Appraisal targets directly link to and support the school improvement plan.				
Funding revenues are accessed to meet the needs of individuals with SEND.	Applications are made for High Needs Funding and SENIF to enable children with complex needs to access the curriculum. These claims are monitored through class and individual observations.	High Needs Funding and SENIF claims are accurate and claimed as appropriate.	Provision is monitored termly. Applications are considered and applied for regularly.	SEN Teacher Class teacher SENDCO Headteacher	Ongoing	Headteacher
There is an increased visibility through resourcing of people from all protected characteristic groups.	Curriculum resources, including books, artefacts, songs and images include a vast and wide range of people from all protective characteristic groups	The resources used across school offer a diverse representation from all protected groups.	Subject leaders to audit resources across all year groups.	Subject leaders AHT's SENDCO Phase leaders Class teachers	September 2025	Curriculum Lead
Liaisons between school staff and outside providers is strong, to ensure all children are able to participate in wider curriculum and out of school provisions.	All children have access to extracurricular clubs, after school club and music lessons.	Report will show that children with SEN are well-represented in after-school clubs and extended services provision	Outside providers are fully informed of individuals needs, following the agreement of information sharing from parents/carers	SENDCO AHT's Subject leaders	September 2024	SENDCO

Close liaison with external agencies is maintained for pupils who have ongoing health or medical needs or disability, and for those with SEND, so that their needs are met fully within the capability of the school.	Children with specific medical conditions have Care Plans, detailing their specific needs and an overview of required support, which is shared with relevant staff. SEN staff work alongside colleagues from STLS and NHS to ensure that provision is appropriate.	Advice taken and strategies evident in classroom practice. Collaborative working approaches involving external agencies ensure children access all aspects of school life. Specific equipment is sourced, as required.	Training to be provided from external agencies as needed.	SENDCO AHT's Class teachers Teaching assistants	September 2024 and review annually	SENDCO
Pupils are fully represented, and their views are heard in class and across school in a range of groups e.g., Junior Leaders.	All children are invited to apply for positions of responsibility in school. Children with EHCP's have the opportunity to share their views.	Disabled pupils are fully represented in all aspects of school life.	1:1 support for pupils to rehearse their views before attending an annual review meeting or applying for a role of responsibility. Use of pupil questionnaires to seek pupil views/voice.	Class teacher Teaching assistant AHT's SENDCO	September 2024	SENDCO
Procedures are in place for early identification and addressing of potential barriers.	SEN Teacher in the Early Years Foundation Stage, and the services of a Speech and Language Therapist one day per week to assist with early identification and implementation of intervention support. ASD, ADHD, Dyslexia and SEMH approaches continue across the school.	Additional needs are quickly identified. Pupils are able to engage, participate and achieve regardless of their individual needs. The gap between disadvantaged and non-	Pupil progress and provision map meetings will ensure that gaps in learning are appropriately targeted. Teachers and TA's to gather evidence for children new to St	SEN Teacher SALT Class teachers Phase leaders AHT's SENDCO	September 2024	SENDCO

	A Nurture Room and SEMH Provision that replicates specialist is available at the school's discretion. Ongoing class and individual observations ensure that needs of all pupils are being effectively met. Pupil progress and target setting meetings ensure all children have aspirational targets regardless of specific needs. This is rigorously monitored through Pupil Progress meetings.	disadvantaged pupils will diminish.	John's who arrive with barriers to learning.			
Provision is in place for special arrangements for tests.	Staff are familiar with giving appropriate support in tests in accordance with the guidelines.	All barriers are considered and removed for tests in accordance with special arrangement guidelines.	Staff are reminded to carefully read access arrangements or special adjustments before each set of assessments in a timely manner. When access arrangements need to be applied for in advance, these deadlines are to be met	Class teachers Phase leaders AHT's SENDCO	Ongoing	AHT's with SENDCO

Physical Accessibility

Target	Current Practice	Success Criteria	Actions to be taken	Responsibilities	Timescale	Monitored by
On-going maintenance and improvements to the physical environment to enable and promote access for all.	SEND is considered as part of all maintenance and improvements to the environment.	The environment is maintained and improved with inclusion at its heart.	Continued monitoring of the environment.	Site Manager Headteacher SLT	Ongoing	
Ensure all with a disability are able to be fully involved in all aspects of school life as appropriate.	Consideration is given to accessibility for all relating to the physical environment i.e. table and chair height, use of writing slopes, weighted cushions, wobble boards, ear defenders, quiet areas, position in classroom, access to learning spaces, entry on the school site and access to meeting rooms. A quiet space available during break and lunch time.	Barriers caused by environment issues reduces.	Increase and enhance areas outside e.g. forest school area, junior playground, sensory room, school entrance. Use of accessibility resources to be monitored as children transition to new classes.	Class teachers Teaching assistants SEN Teacher AHT's SENDCO	Ongoing	SENDCO
School trips consider pupils with SEND.	Consideration is given to accessibility for children with SEND when leaving the school site.	Barriers are considered and accounted for so all can access alternative learning experiences.	Personalised risk assessments to be written for pupils with SEND.	Class teacher Phase leaders AHT's SENDCO	Ongoing	Education visit coordinator – Becky Cole

Medical and physical needs of pupils are fully met within the capabilities of the school.	Care plans are written when a child or member of staff sustain an injury e.g. broken leg. Care plans are written when a child has a physical disability, severe allergy or a medical condition that needs monitoring. Paperwork is completed when office staff need to administer prescribed medication. Asthma medication and paperwork is monitored yearly.	Care plans ensure that children with a disability, medical condition (temporary or permanent) or allergy have their needs met within the capabilities of the school. Office keep records of the administration of prescribed medication. Administration of asthma medication is closely monitored, and documentation is up to date.	Asthma monitoring procedures to be audited and evaluated annually. Care plans are reviewed annually.	Office staff Class teachers Phase leaders AHT's SENDCO	Ongoing	SENDCO
Ensure all children and staff with a disability can evacuate the building safely.	Risk assessments and Personal Evacuation plans form part of the whole school evacuation plan. Care plans consider the needs of children and staff with a disability (temporary or permanent) and evacuation arrangements are put in place.	Risk assessments are up to date. Care plans are up to date. Personal evacuation plans where needed are up to date.	Care plans are reviewed annually. Personal evacuation plans are reviewed annually.	SEN teacher Class teacher Teaching assistant AHT's SENDCO	Ongoing	SENDCO

Provision of Information

Target	Current Practice	Success Criteria	Actions to be taken	Responsibilities	Timescale	Monitor
The wider school community is aware of disability and equality issues and the school's duties.	Parents and carers are invited to workshops on subjects around health and SEMH.	Disability and equality issues are regularly publicised to the whole school community. Improved awareness and support for children and adults across school.	Newsletter promote disability, equality and inclusion information workshops.	AHT's FLO SENDCO	Ongoing	GB
Parents and carers are involved in their children's learning.	Parents and carers receive information on term dates, newsletters, trips and upcoming events by email, text, Facebook group or letter. They receive regular updates from staff via Tapestry, emails, text messages and phone calls. Parent / teacher consultations take place twice a year (three times for children on the SEND register) plus one written report. Parents/carers are invited to curriculum and year group workshops and talks from external providers. Consideration is given to the fact that some parents with EAL or reduced literacy skills might need support with reading or completing paperwork. EAL groups run weekly.	Parents and carers kept up to date and consulted on issues involving their children and work in partnership with the school in methods to support their children's learning. Parents of children with EAL, SEND or who have weak literacy skills feel informed, less isolated and able to participate in school life.	School website to inform parents of various policies, procedures and associated information. Parent workshops on curriculum content. Parent workshops from external providers	Office staff FLO Class teacher Phase leader AHT's SENDCO	Ongoing	AHT's